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ABSTRACT

Presented is a three-part paper on a project to train teachers to work with severely behaviorally disordered (SBD) or autistic-like children. In the section on the state school system and needs, J. Heskett covers such topics as characteristics of the SBD child, local education agencies participation in the SBD project, and future expansion of SBD classes. G. Gard explains that transference of the SBD project to local educational agencies is facilitated by de-emphasizing the clinical aspects of behavior modification through the following techniques: using social reinforcement as a primary thrust area; not using time-out rooms; not using highly specialized equipment; and establishing a base training site which can provide replacement staff for state programs. The remainder of the document (by D. Sears) includes descriptions of the 3-week teacher training program on using behavior modification, the role of the instructor trainer, and step-by-step teaching techniques. Also included are information on scheduling using the Premack Principle, the daily activity code, sample daily activity sheets, and a listing of physical time-outs. (SB)

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A Post Training Service Concept for
Teachers of Autistic-Like Children:
A Project for Transferability to Public Schools

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Project to Public Schools

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S.B.D.

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State School System

The Severely Handicapped population in the state of Missouri is served through the State Board of Education through the Department of Elementary and Secondary Education.

Approximately 3,000 students are served in the sixty-six State Schools for the Severely Handicapped throughout Missouri [Missouri State Schools for the Severely Handicapped, 1975-76]. The Severely Handicapped population includes the severely and profoundly mentally retarded, the deaf-blind, and since 1975, the severe behaviorally disordered or autistic.

In 1974, a needs assessment of Severe Behaviorally Disordered or autistic-like children was initiated by the Missouri Department of Elementary and Secondary Education. Reportedly by Missouri Local Education Agencies. The results of this assessment indicated that classes for these children should be provided. As a result of that need, the University of Missouri-St. Louis, Department of Education, was awarded a grant to train teachers from the State Schools for the Severely Handicapped to work with Severe Behaviorally Disordered or autistic-like children. (Henceforth in this manuscript the term Severe Behaviorally Disordered children or Project shall be referred to as S.B.D.)

Characteristics of the S.B.D. Child

Severe behaviorally disordered children have been labeled emotionally disturbed, autistic, etc. Regardless of the label, these children exhibit behavior which interferes with their learning in a normal classroom.

Characteristics of S.B.D. Children include:

Being non-verbal, or if they do talk, they are usually echolalic. Screaming, laughing, singing, or reciting television commercials at inappropriate times.

Avoiding eye contact with individuals; often pulling away or screaming when someone tries to touch them.

Sitting and playing alone; seldom active in group events.

Being physically dangerous to themselves--biting themselves, banging their heads, scratching or tearing at the skin.

Rocking, pacing, or running around the classroom.

Flipping their hands or twirling their fingers.

Touching or smelling every object before using it.

Tantrumming when the physical environment is changed and activity schedule altered.

Some S.B.D. children may exhibit all of these characteristics while others exhibit only a few.

S.B.D. versus State Schools for the Severely Handicapped

The training site is located at Hubert Wheeler State School in St. Louis, Missouri. Teachers from the State Schools for the Severely Handicapped are sent to the Project site to be trained. Upon completing the three week training program, the teachers return to their respective schools throughout the state and set up their own S.B.D. class.

The S.B.D. class is regarded as a temporary placement for the children. Once the child's behavior has been shaped, appropriate placement is sought elsewhere. Appropriate placement may range from a normal classroom in a regular elementary school to possibly a sheltered workshop setting. It must be stressed that each child is different, and appropriate placement for each may differ. To date, one child has been placed in an EMR classroom in a public school setting.

Local Education Agencies Component

The Lexington Public School District received federal funds [E.H.A. PL. 93-380] Part B to build and establish a class for autistic children. A special education teacher from that district was sent to the S.B.D. Project for the three week training program in September 1975. Upon completing the training, the teacher returned to his district and began work with four autistic youngsters.

Future Expansion

To date, ten S.B.D. classes have been established throughout the state. Five classes are in St. Louis, two in Kansas City, one in Springfield, one in Hannibal, one in Marshall, one in Dexter, and one in Poplar Bluff. In the fall of 1976 a third class will be established in Kansas City as well as one in St. Joseph. Three additional classes are being planned for the 1976-77 school year.

The 1976-77 school year will also be used as a planning and assessment period for S.B.D. adolescents. Should the findings indicate that a need exists, the project may move into the adolescent area during the 1977-78 school year.

Transferability of S.B.D. Project to
Local Education Agencies

A vital component of all special projects is their ability to be transferred into the public school arena. The project for Severe Behaviorally Disordered children possesses not only transferability but also continuity of client flow.

Transferability from project status to public school status is attainable by de-emphasizing the clinical aspects of behavior modification. Such de-emphasizing occurs in the following techniques; a) social reinforcement is as vital as food reinforcement and is utilized as a primary thrust area rather than a secondary whenever possible. Pairing tangibles and social reinforcement is a must and is used at all times during the training of the child, b) time-out rooms are not used. It is the feeling of the project staff that time-out rooms require extreme levels of management which are in most cases not practical in public school. It is a further feeling that if and when time-out rooms are used, the possibility of misuse or abuse are quite high. Such rooms become punishment areas rather than areas for shaping behavior. The project staff does not ignore the value of timing-out. Timing-out is a process whereby the child's behavior is interfered and he is removed from the activity. Removal from the activity does not mean removal from the environment. It is important to remember that a child must learn to reestablish appropriate behavior in

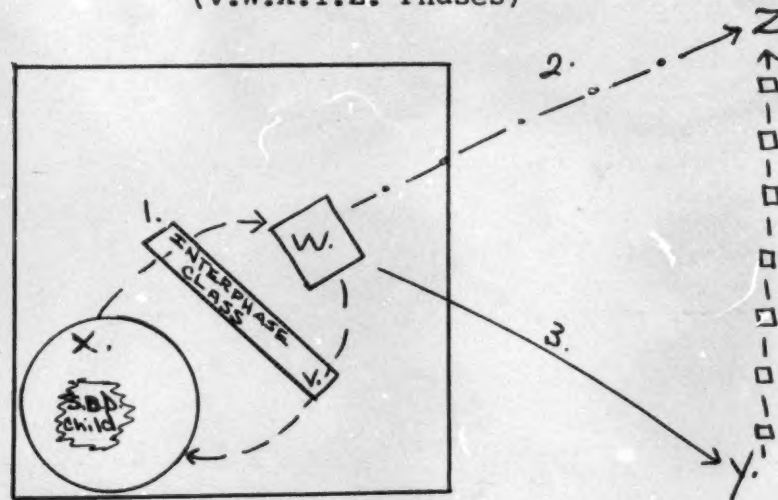
the presence of authority figures. The child must realize that disruption will occur but that one does not escape from the environment to reorganize. Timing-out occurs by placing the child (face down) on the carpet or by placing him in a corner with the staff member facing away from the child. This means of timing-out allows the staff member to sense (usually in a physical way) when the child is relaxed and permits her to make the judgment that the child is prepared to return to a learning activity.

c) highly specialized equipment is not used with the S.B.D. children. Any equipment or material used in general cognitive remedial programs along with pre-school and kindergarten programs are highly applicable to S.B.D. children. d) once a base training site is established in a state it can provide replacement staff for programs state wide who loose personnel. This base training site also provides ongoing direct service to an established population of children. The base training personnel further act as a team to assist in "child find" quality control measures.

A Phasing Delivery System

A five phase flow system is conceptualized in the S.B.D. Project. A diagram will be presented first with an explanation following.

Five Phase System
(V.W.X.Y.Z. Phases)



- X.: Severe Behaviorally Disordered Class
- W.: Standard Class for Severely Handicapped
- V.: Interphase Class for S.H. and S.B.D. children
- Y.: Public School B.D. or M.R. Class
- Z.: Public School Mainstream Class

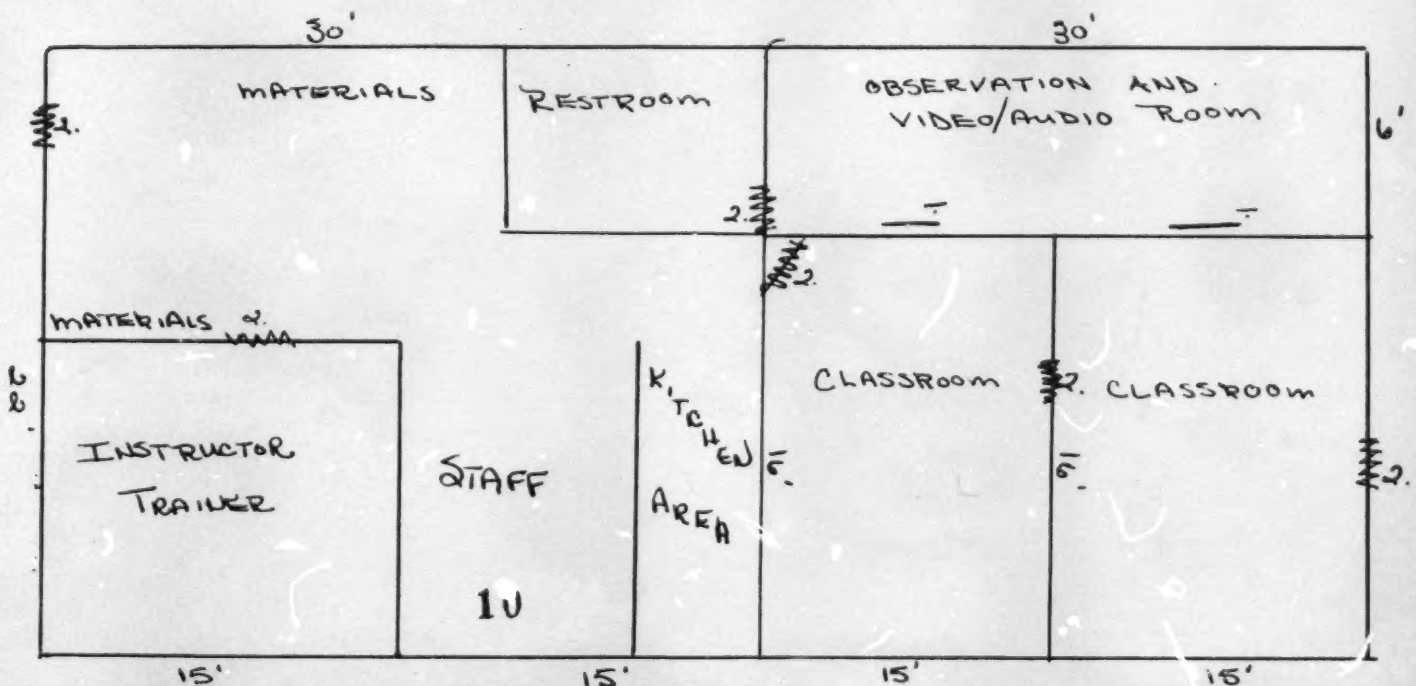
An S.B.D. child is usually identified while in a class for severely handicapped, he may only need the services of the interphase class or his disturbance may be so severe that it requires placement in the S.B.D. class. When the child is restabilized in the S.B.D. class, he is moved back to the interphase class. Such a move is to allow him to further reestablish his social organization. Whenever possible his stay in the interphase class is brief and a placement occurs in the 1. Severely Handicapped Class, 2. Public school special class or 3. public school mainstream class.

It is vitally important that this flow system remain open and active at all times. Some children may appear to have stabilized sufficiently but when actual placement occurs they may indicate their inability to handle such a move. When such an indication occurs, these children should be moved back through the system, not moved directly to the S.B.D. class. The program of least dissimilarity should be utilized when at all possible.

Decisions must be made relative to a child's readiness to move. The project's instructor-trainer and assistant trainer have primary responsibility for making those decisions. The decisions are made with the important input by the S.B.D. Master Teachers. While such a decision is in process, the interphase teacher is consulted as the the child's degree of stabilization and his program levels. This activity enables her to phase the child into interphase without undue environmental complications.

Facility Design

Severe Behaviorally Disordered Training Site



Training Classrooms

Training classes are carpeted and have an acoustical tile ceiling for sound deadening purposes. All shelves are a minimum of five feet above floor level. The shelf height is to avoid children having free access to materials. Most materials are brought into and taken from the classroom by the teacher. One table and five chairs plus one record player make up the total classroom furnishings. Efforts are made to make classrooms as stimulus free as possible. Doors leading to and from the classrooms should have door knobs above the reach of children to avoid their leaving from the learning environment.

Room Dividers

All room dividers should be of sound deadening construction to avoid outside noise interference.

Kitchen

Children have many opportunities to become physically involved in various experiential activities. Cooking is an excellent exercise for these children but must be under close supervision.

Observation Room

This area provides trainees and visitors the opportunity to view ongoing classroom activities without class interference.

It provides further freedom in data collection, video-audio taping and parent training-observation. Such an area

enables trainees to work in with children knowing they are being observed which builds confidence in their skills. Instant analysis of trainees' abilities are enhanced by the use of the observation area.

The preceding description of the S.B.D. Project site is not stated as the only way to design a facility but merely a suggestion as to how an agency might structure its physical plant.

The following is a description of the various training segments which all trainees are required to complete. Following the training segments there is a description of the various programs and techniques which are utilized for training purposes.

Training Package

As previously indicated, the major purpose of the grant is to train teachers to work with S.B.D. or autistic-like children. The three week training program offers practicum experience as well as an explanation of the Behavior Modification theory and principles being used.

Week One

The first week of training finds the trainee observing the S.B.D. and transitional classes in an attempt to familiarize the teacher with the type of child being serviced. The trainees are also involved in lectures and quizzes regarding Behavior Modification using the primary text Behavior Modification: A Manual for Teachers, Nurses, and Parents (Watson, 1973).

A discussion of administering and interpreting scores from various evaluative instruments also occurs during this first week. Those instruments discussed are the Wechsler Intelligence Scale for Children, the

Illinois Test of Psycholinguistics, the Wepman Auditory Discrimination Test, the Purdue Perceptual Motor Survey, the Camelot Behavioral Checklist, and the Frostig Test of Visual Perception.

The trainees also discuss and complete the Survival Behavior Rating Scale. This scale was devised by Dr. George Yard, University of Missouri-St. Louis. The scale indicates the tolerance levels of teachers regarding a given list of behaviors. After indicating their own tolerance levels, the trainees are asked to compare hypothetical teachers to the mean scores and determine if the teachers in question possess appropriate tolerance levels to work with S.B.D. children. A discussion of the Teaching Techniques used and the application of the Premack Principle as it relates to scheduling ensues.

By the end of the first week, the trainees are assisting the S.B.D. teachers in the classroom. They have also taught children on a 1-1, 1-2, and 1-3 relationship for twenty minute periods. During these "mini-teaching" sessions, the trainees are coached using a wireless transmitter and receiver as to how to handle themselves and the children. The teachers are generally video-taped during one of their teaching sessions; they then have the opportunity to view

themselves in an actual teaching session.

Week Two

The trainees continue acting as an aide to the S.B.D. classroom teachers; they also continue teaching on a 1-2 and 1-3 basis. By the end of the week, however, they are teaching the regular S.B.D. classroom load of five children with the assistance of the regular S.B.D. aide.

The trainees begin observing the children and rating them throughout the school on the S.B.D. Rating Scale. After rating the child, they examine the case history and make recommendations as to why or why not a child should be enrolled in the S.B.D. Project.

The trainees are given case studies which contain scores on the various evaluative instruments discussed the previous week. According to these scores the trainees are to list the strengths and weaknesses of the child. The strength/weakness, like-dislike aspect is important to the daily scheduling component of the Project.

The trainees also receive instructions on being objective when writing daily journals on each child, and they now assume responsibility for writing daily journals on those children in their class.

Week Three

During this final week, the trainees teach regular S.B.D. classes for the entire day; the regular S.B.D. aide assists the trainee. The trainee's are video-taped and again are given the opportunity to view themselves. Time is allotted for the trainee to observe the regular S.B.D. teacher once again.

The trainees pick two children that they have worked with and write long term objectives for each child. This is to give the trainee an opportunity to devise objectives that could realistically be mastered by a child during a school year.

The finale results in the trainee working with children on a 1-1 and 1-2 basis. Those children have not yet been in the S.B.D. Project. The feeling is that the trainee should have an opportunity to work with a child who has not yet been involved in an intense behavior modification period.

Instructor Trainer

The Instructor Trainer is primarily responsible for the training program. The Assistant Instructor Trainer also assumes

responsibility for the trainees.

Once the trainees have completed training and set up their own classroom, the Instructor Trainer visits each new site. The Instructor Trainer observes and critiques the former trainees. She works with the aides regarding their responsibilities in the classroom and teaches or assists when necessary. These support services also include sending material to the teachers and giving notification of professional meetings in the area of autism.

The Instructor Trainer meets with parents and other interested professionals to explain the S.B.D. Project when necessary.

S.B.D. Project

Teaching Techniques

1. Demand eye contact from the child.
 - a. "Look at me."
 - b. Physically turn the child's head toward you.
 - c. Remove items child may be playing with or looking at.
 - d. Put reinforcement by eyes.
2. Qualify "good."
 - a. Tell the child exactly what it is that you like that he is doing.
 - b. "That's good looking at me."
 - c. "That's good coming over to the table."
3. Set contingencies.
 - a. Must make it worthwhile for the child to work.
 - b. State the contingency positively.

"As soon as you do the Frostig, you may listen to a record", or, "Those people who string beads get to walk downstairs and get a drink."
 - c. Remind the children of the contingencies.
4. Verbally cue the children.
 - a. Tell them what something is before asking what it is.
 - b. "This is a ball. What is it? It's a ____."
 - c. Give the first letter of a word if necessary.

"This is a ball. What is it? It's a b____."

- d. If a child who has language responds with one word to a question, say "That's nice talking, but tell me in a sentence."
- e. Cue a child to speak in sentences by giving him the first word of a sentence. (Teacher) "Tell me what you want?" "I _____."
- f. If necessary, have a child speak in sentences by repeating each word of the sentence after you.
(Teacher) "I Want a puzzle."
(Child) "I want a puzzle."
- 5. Encourage even unintelligible sounds such as babbling by "That's good talking" or "That's good trying to talk."
- 6. Physically cue the children.
 - a. Point to the correct answer or picture.
 - b. Place hands and arms over incorrect selections when asking child to pick out something so he can't pick out the wrong cards. Only the correct selection will be left to pick up.
 - c. Place hand next to correct selection with palm up.
 - d. Physically manipulate the child's body to put him through the task. Physically make the child pick up a card, scribble with a crayon, throw a ball, etc.
- 7. Sequence of cuing.
 - a. Tell the child what to do. If he does not follow the command.
 - b. Pair gestures with the verbal command.
 - c. If he still does not follow the command, physically put him through the motions.

8. Talk to the children constantly.

a. Positively reinforce the children often.

"That's good sitting." "That's nice working quietly."

b. Reinforce trying.

If a child makes an incorrect response, reinforce him with: "That's good trying" or "That's good handing me the picture of the baby, but I want the picture of the book."

c. Avoid using negatives. Reword statements so that they are in positive terms. Tell the child what to do rather than what not to do. "Don't scream" can be stated, "It's time to sit quietly." "Don't touch" can be stated, "Keep your hands to yourself."

d. Use the phrase, "It's time to" whenever there is to be a change in the child's behavior.

"It's time to work."

"It's time to listen to a record."

"It's time to sit on the floor."

e. Talk in a pleasant tone. Avoid sounding cross with the children.

f. Avoid asking yes/no questions unless you can accept a "no" answer from the child. You've given him a choice, now honor it.

g. Be enthusiastic. Especially if a child has lost the reinforcement, make comments regarding how much fun the other children are having or how good the edible is.

- h. Tell the child what is happening.

If there is a delay such as when the teacher can't find a certain material, tell the children what you are doing.

- i. Correct pronoun reversals.

Teacher - "Do you want me to tie your shoe?"

Child - "I want you to tie your shoe."

Teacher - "Tie my shoe."

- j. Avoid using our or we unless the teacher is actively involved.

Ex.: "I'm going to tie our shoe." (your)

- k. May use sign language in addition to regular language.

9. Do not give eye contact or talk directly to a child when he is engaged in inappropriate behavior.

- a. Use contingencies to get the child to attend without using his name.

Ex.: "Those people who sit in their seats get to ..."

10. Avoid showing the child that you're upset with him.

- a. Do not talk about his inappropriate behavior in front of the child.

- b. Avoid making facial expressions denoting displeasure.

11. If child becomes aggressive when hugging or embracing the teacher, let your body become limp.

12. Ignore inappropriate behavior.

- a. Ignore as much inappropriate behavior as possible, screaming, hitting table, etc.
- b. However, physically intervene when child can injure himself or his peers.
- c. Once you've started to ignore a behavior, you must continue until the behavior ceases.
- d. To aid in ignoring the child, you can strip the class of materials, or
- e. Have an aide take the rest of the children out of the room.

13. Control the physical environment.

- a. Keep materials out of reach of the children if you don't want the child to have it.
- b. Keep chalk, erasers, etc. in a smock away from the children.
- c. Keep material out of sight if the children are easily distracted.

14. Utilize the Premack Principle in scheduling.

- a. Desensitizer - something fun, normally not associated with school.

Lo - hard or dislike

High - like or relatively easy

- b. Include movement in the schedules especially for the hyperactive child.
- c. Take cues from the children as to how long an activity should last. There is no use in continuing the activity if the children aren't attending.

15. Structure classes with models.
 - a. Include a behavior, language, and social model in each class.
 - b. Teachers and aides should act as models for the children.
16. Make transitions between activities smoothly.
 - a. Have the children help put materials away; allow them to put lids on boxes, caps on cans, etc.
 - b. Keep the children occupied between the activities; have them move to the next location for the upcoming activity.
 - c. Use the following sequence of language between the activities:
 1. "It's time to put _____ away."
 2. "It's time to work."
 3. "It's time to push your chairs to the flannel board," or "I want you sit at the table."
17. Write or phone the parents about the "good" things the child is doing.
18. Be a salesman; be creative.
19. Transitional classes.
 - a. Gradually change the language back to "normal" dialogue.
 - b. Gradually increase stimuli in the classroom. (The goal is to approximate a normal classroom.)

It is important to note that the preceding techniques are not innovative to the S.B.D. Project but are rather an eclectic compilation of techniques used by many programs and teachers throughout the nation. The S.B.D. staff claims no copyright to these techniques.

Scheduling Using the Premack Principle

Principle - If Behavior A is a low probability behavior and Behavior B is a high probability behavior, one can increase the occurrence of Behavior A by making Behavior B contingent upon Behavior A.

If A, $\longrightarrow$ then B.

We schedule throughout the day using a +/- coding. A plus (+) indicates a like or a strength; a minus (-) indicates a dislike or a weakness.

We begin each day on a plus (+) activity, and we end each day on a plus (+). The first plus (+) activity in the morning is called a desensitizer. This should be an activity not normally associated with school, i.e., balloons, bubbles, etc. We want the children to start off the day with the feeling that school is a "neat place to be." We always end on a plus (+) so the children will leave school with a good feeling.

By using the Premack, the teacher has built-in contingencies to use throughout the entire day. It may help her cut down on using edibles as reinforcers. She can tell the child, "As soon as you do (-activity), you can do (+ activity)."

The plus (+) activity is the reinforcement. Should the teacher not have edibles or availability of walks, etc. to use, she still has reinforcements to use with her children, i.e., the plus (+) activities.

Daily Activity Code

- S - Just sat through activity - no participation
- O - out-of-seat
- E - slow to participate - came over eventually
- A - active participation - did what was required
- NE - did not earn
- T - tantrum
- w/h - with help
- w/s/h - with some help
- I - independently

More than one letter or code may be recorded for an activity.

Additional comments may also be included.

Examples: Beads S - E = sat but eventually participated

Jump-o-lene NE - T = Not earn and tantrummed

Coloring A - I = actively participated and worked independently

Language cards O ^{on}
table = out-of-seat, stood on table

Milk A (+) = active participation and liked the milk

Daily Activity Sheet

D - free time

	Tommy	Rob	Yvonne	Kyle	Diane	Sid	June
- color red picture	E conf. while picture	A+	A+	being tested		actively kept color w/ both hands, these better w/ both hands	
+ balls through hoop	E	A+ flipped ball in fingers	A+	being tested		A+ tried to throw	
- geometric form boards	E	A+	A+	A+		A+	
+ jump-o-lene	E	A+ set & let others in. France him	A+ jumped w/ me there only	A+		A+	
- cut out shapes	E out of -	I	I did good job	I	I	I	
+ squirt guns	A	A	A	A	A	A	
- number wipe-off cards	A-	A+ matched two cards	A	A matched # words to numbers		couldn't match words	
+ catalogues (floor)							
- writing # 2	A+ #1 tried	A+ #1 tried	A+	A+ made 2 my back	A+	A+ didn't finish	
+ marching	I was first to start on own	I	S+ picked hand	I	I	I	
- days of week	E Point to days of week. Out of E slot	A	A said days of week	A said days of week	A	A	S.E.D.
+ records	A	A	A	A	A	A	S.D.
- number manipulation							24
+ outside	A kicked rocks	A play w/ ball A the entire time	A brought chair out and set on it	A played with A's Richard's		A spend by climbing, food & playing	

Names

Daily Activity Sheet

A.M.

D - reading center

9:40-9:55

- color and cut fruits

9:55-10:00

+ Sing Along (I Got Two)

10:00-10:10

- Numbers

10:10-10:15

+ Exercises

10:15-10:30

- Reading

10:30-10:40

+ Milk, cookies

10:40-10:45

- Calendar

+ Gym

-

Yvonne

A

A

S

A

S

A

NE & T

T

Jerry

S

A

S

A

S

A

A

S

Carol

A

NE

A

A

A

A

A

A

Brian

A

A

A

A

A

A

A

A

Glen

A

A

A

A

A

A

A

A

Donna

A

A

S

A

A

A

A

A

Pierre

A+

A

A

A

A

A

A

A

James

A+

A

A

A

A

A

A

A

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Daily Activity
Sheet

Names

A.M.

	Mike.	Donna	Sid	
+ toys	A	T	A	
- sorting box	w/s	w/h	I	
+ bike	A	A	A	
- beads and bead pattern	E	E + I	I	
+ weighing selves	A	A	A	
- stamp pad	said "I do" w/s	w/s	I	
+ story	O	A	A	
- matching colors	O finally w/s	O	I	
+ rub lotion	A	~~scribble~~	loves lotion, smiled the whole time! A put on arms & legs	
- hole punching	made O 2 holes		I smiled A lot	
+ bowling	A		A	
- P Mooney Bag	I	I	I	
+ Record	O	A	A	
- pegboards	w/s	5 pegs I	I	
+ drink & outside	A	A	A	

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Physical Time-Outs

1. Specify the behavior which is interfering with the child's learning.
2. Count the behavior (preferably for 3 weeks) to decide if it's occurrence is frequent enough to warrant Timing-out.
3. Based on the data obtained, decide whether the child should be Timed-out for the behavior.

If a Time-out is needed:

4. Decide what the behavior is to include:
Example: Hands to self rule - Does it include pinching?
grabbing? child putting his hand on teacher's arm?
5. Decide how to state the rule positively.

On the day Time-outs are to start:

6. State the rule to the child the first two times he exhibits the behavior.
7. The third time the child exhibits the behavior, he is given the rule and immediately Timed-out.

To physically Time-out a child you may use one of the following approaches. (Keep your child in mind when selecting a technique.)

- A. Hold the child's hands down and turn his face away from the activity or other children. (This may be done either on the floor or at the table.)
- B. Hold the child in the corner facing the wall. (Teacher keep his back to the child.)
- C. Simply take the materials away from the child when he exhibits the behavior.
- D. Have the child stand or sit in the corner without someone behind him.

Regardless of which technique you choose, once you have stated the rule to the child, don't continue talking to him. However, you should continue to conduct your class from that position, making sure to talk to the other children and exaggerate how much fun they're having or how nice they're working.

Keep the child's head turned away from the activity, but don't cover his eyes.

CAUTION

1. Use no more than three rules for one child at one time.
2. Time-out a child only for predefined rules.
3. Obtain permission from the child's parents to use physical time-outs.

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